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ABSTRACT

This paper summarizes a survey conducted to determine the need for dual-trained personnel in foreign languages and technical/professional skills. The project also produced a large annotated bibliography and a model curriculum for integrating language and occupational training. The survey included an analysis of government agencies to determine the number of positions in which foreign language skills are needed. It was concluded that language requirements at the federal level include the diplomatic agencies and various other agencies. Approximately 25,000 federal employees need foreign language skills. A survey of over 6,000 business firms was conducted, and respondents identified 60,000 language-related jobs. The government is more cognizant than business/industry of the benefits of having personnel with foreign language skills. Language training and rating methods are more efficient in government. Some companies benefit from a policy that rejects English as the "Lingua franca" and supports multi-lingualism among its employees. Consultants, theorists and many practitioners believe this would be a highly beneficial policy for all multinational companies, but they also recognize that most American firms do not take advantage of hiring language-skilled and culturally sensitive personnel. Methods of industrial and business training for these purposes are by and large inadequate. (Author/CLK)

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EXECUTIVE SUMMARY

LANGUAGES FOR THE WORLD OF WORK

Prepared as Part of
Project R-49-99 Languages for the World of Work
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Associate Project Director

Sponsored by the
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PREFACE

During 1974-75, Olympus Research Corporation (ORC) engaged in a study titled "Languages for the World of Work." This project, sponsored by the state of Wyoming as a directly eligible grantee, was performed by ORC under a subcontract funded by the Division of Manpower Development and Training of the United States Office of Education. As originally conceived, the project had four phases:

I A search of the literature

II An analysis of employment opportunities involving language skills and another training -- occupational, professional, or technical -- within the government sector and throughout business and industry

III Development of a model for proposed curricula, which would demonstrate the kinds of training techniques that could be employed for teaching foreign languages where such training was specifically focused as adjunct skills training for another profession or occupation

IV The dissemination of results

SUMMARY OF RELEVANT WORK

Phase I -- The Literature Survey

First, an annotated bibliography of materials, related to language training directed to the world of work (rather than toward social communication, research usage, or literature), has been compiled and, at present, plans are being made to enter it into the ERIC system through ERIC for Languages and Linguistics, Arlington, Virginia. This fully annotated bibliography contains other valuable information in addition to the 337 annotated entries. It documents the manner in which the literature search was conducted and also lists many nonannotated resources where language professionals may obtain lists of prospective companies for employment and other basic information for performing curriculum development in foreign language directed toward careers. Altogether this document is more than five hundred pages in length, and provision is pending for its continuous updating, either under the auspices of ERIC or by some other source of support.

Next, literature was analyzed for information relative to the overall project. One of the most important findings of the literature survey was that increased attention during the past year has been given to what is often expressed as career-based foreign language education or what we refer to as "languages for the world of work." In many schools the emerging concept of career education in general is acting as a catalyst within the language profession. In other cases the inability of the language departments, particularly at the college and university levels, to place

their graduates in academic positions has brought a realization that language departments must expand the offerings of their language training to include specific training for the use of languages as an adjunct skill to another professional or technical training. This would be in addition to the traditional departmental offerings of conversational language, grammar and structure, literature and linguistics.

When responses from the business and industry community were analyzed, we found a wide range of answers -- from extremely disinterested to highly concerned. Those who were poorly enlightened on the subject of languages for the world of work showed little or no curiosity or enthusiasm; but those who were knowledgeable about the concept unquestionably supported it, perceiving that foreign language skills held by their employees immensely benefit their firms. Let us reiterate that these are the "practitioners." On the other hand, the theorists -- international business management professors and consultants -- tended to deplore the current reluctance of U.S. companies to embrace the concept of cross-training in languages and management (based on findings of the literature survey).

E. J. Kolde and Armind Phatak have each developed similar models of ideal organizational development away from ethnocentrism toward geocentrism (Phatak's term) or cosmopolitan corporate culture (after Kolde). Ethnocentrism includes the notion of English as the business world's lingua franca and a resistance to any language other than English and failure to recognize non-American cultural

traditions. On the other hand, geocentrism or cosmopolitan corporate culture includes full recognition of the benefits of training in language and cultural awareness. Such companies truly become "multi-national" and thus avoid negative political, racial, or ethnic identifications and, instead, flexibly adapt to a variety of host-country needs and conditions.

These of course are some theoretical concepts which, along with hard data, need to be disseminated with the long-range objective in mind that language and cultural training might enhance or promote increased international understanding and diminish the "ugly American" concept of an overseas firm.

Phase II-a -- The Federal Government Survey

During the study the entire structure of federal government was analyzed and cases were studied thoroughly to determine which departments, divisions, bureaus, offices, and organizations of government, at home and abroad, employ persons to perform jobs where language skills are either unequivocally necessary or are highly desirable. Except for the Department of Defense and the Central Intelligence Agency where such information is classified, we have been able to document the current number of jobs that are available in which language skills are needed (approximately 18,600). A finding that astonishes everyone was that far more jobs exist in the government in not so obvious departments than was supposed at the beginning of the study. For example, in addition to the foreign service officers employed by the Department of State (where language skills are obviously a necessity), it was found that many

bureaus and offices of the Departments of Agriculture, of Commerce, and of the Interior also had substantial language needs among their various personnel. The methods of training these individuals, of rating their language skills, and of orienting them to their assignments through bicultural awareness and other training procedures have been documented.

A major finding of this aspect of the study is that, on the whole, the government is far more efficient in the training of its personnel in foreign languages than are commercial language schools, public schools, junior and senior colleges, and universities. Government training is also more efficient, generally, than the in-house training done by business and industry. This finding alone, and the methods and systems of evaluation that are used to constantly upgrade a person's language skills, is worthy of wide dissemination to business, industry, and the public school and university sector. For example, the federal government, according to an official GAO report in 1971, spent more than $60 million on language training. Ironically, most of the personnel who were trained had had previous language training experience in the public schools or universities. Yet this training was insufficient to prepare them to perform their tasks. It was not only insufficient but, for the most part, the prior training had been directed toward social intercourse or literature which was largely irrelevant as a type of training that would help these individuals obtain technical vocabularies and the dependent language skills that would permit more immediate and effective performance of the particular jobs needed by the government.

It was also reported by the Foreign Service Institute, which trains for the Department of State (and also on an interdepartmental agreement basis for many other departments of the government), that many college graduates with majors in languages do not meet even the minimal rating level for proficiency in the language in which they have majored. This means, of course, that much of the $60 million spent in 1971, and additional amounts spent since, have been expended toward what might be termed "remedial" rather than initial training. The obvious question is: Could some of that money be saved eventually if our schools and colleges did a better job of teaching languages? The answer would seem to be "yes," if students who were preparing for government service careers had available to them a specialized curriculum that would coordinate their preparation for government service with a specific type of language training so that foreign language skills would truly be an integral part of their overall job qualifications.

Phase II-b -- Survey of Business and Industry

More than six thousand business firms were surveyed, with a respondent ratio of approximately 23 percent; and more than sixty thousand jobs where language was required were reported by these companies. One can reasonably assume that among the nonrespondents, and among other companies which were not surveyed, there would be an additional large number of jobs for which language training is essential or desirable.

As in the case of the government, business and industry are more than a little dissatisfied with the product of our schools and

universities and the language training afforded the students. However, business and industry as a whole are not as acutely aware of the need for intensive training; nor do they devote their resources or similar attention to this problem. Instead, they rely on the hiring of foreign nationals who speak English -- or many of them simply declare that English is the lingua franca of the business world. There is considerable evidence in the literature and in the studies that have been performed by international business experts that this attitude is detrimental to the overall operating potential of American businesses abroad and for firms in the United States doing foreign business. In addition, our own study evoked commentaries, case studies, and data from a number of what we might consider to be highly enlightened company officials who reported unusual success in profits, in public relations, and in total operations, which they attributed to their attention to language and cultural training.

A few positive comments appear below and are taken from the survey of business and industry representing geocentric-oriented companies. The comments are typical of the type of attitude seen by us and by international business experts as being that which is needed.

From a major well-known firm's personnel manager: "I will offer . . . a purely personal view. . . . American managers involved in overseas activities should no longer blithely assume that we can force our language on other nationals, that language learning is a one-way street -- toward English. We must learn

the other fellow's language to show true appreciation to him, to his culture, and to the extra effort he applied to learn English."

From an Ohio firm, a response by the vice president for international operations: "There is a rapidly increasing need for foreign language skills in our organization and every organization. However, we find there is great difficulty in hiring people in the Midwest where little contact with foreigners or foreign-speaking-people is obtainable. The schools, likewise, are not set up properly to teach language skills. Therefore, in general we hire third country nationals in the country where we are operating or in the regions where they are responsible. Accordingly, all of our top management positions outside the United States -- such as technical directors, regional managers, sales personnel, and managing directors -- are held by foreigners. Most of our American technicians, we find, are not capable of adding language skills at the present time, so we have to send them out and then use local interpreters. There is definite need in the United States, especially in the Middle West, to develop more and more interest in language schools and training as our business becomes more and more international."

As a result of our questionnaire the manager of literature and translation services of what is probably the best known U.S. chemical company inserted an announcement and commentary in the American Translator's Association Newsletter, which he edits. Under "From the Editor's Desk" the following appears in regard to the ORC study"

> . . . I am afraid, though, that many of the business people who reply will reflect the general apathy toward

> language studies. Overseas jobs in industry are seldom filled by people who are fluent in the overseas language or interested in foreign cultures. . . .

Dozens of highly positive "success stories" were received in the comments attributing company profits to its language and cultural training policy. However, the surprisingly large number of nonresponses, partial responses, or responses denying need for language demonstrates the apathy described above.

Promotion of the concept of the alliance of the world of work and languages is therefore not limited to schools and universities but includes fostering change of traditional postures among business and industrial firms. At the same time, there is ample evidence that support from business and management theorists and practitioners is available.

Phase III -- Curriculum Model Development

The LWOW study revealed the need for curriculum development based upon the following general conclusions:

(1) Domestically, one of the greater needs for language training in the world of work is in connection with certain minority groups who do not speak English well enough to qualify for jobs which would otherwise be available to them.

(2) There is also need for monolingual Americans to learn a second language in order to serve these citizens who do not speak English well enough to make their wants known.

(3) For overseas assignments, many Americans need a second language to carry out their daily duties.

(4) Many firms, located in the United States but engaged in international trade, need personnel with language skills who can communicate with customers abroad.

To satisfy the above needs, the researchers developed a model curriculum demonstration unit for each situation, integrating language study with cultural awareness and career objectives. For (1) bove, ORC developed a unit in English on how to give a shampoo; for (2), a unit in Spanish on how to give an X ray; and for (3) and (4), a unit in French for an American accountant visiting a subsidiary company in France. These units were written and demonstrated with students at Weber State College in Ogden, Utah. Innovative approaches included the following:

(1) The materials, intended for those who had elementary-level instruction in foreign language, were modular.

(2) The materials used a multimedia approach, including video-tape, audio cassette, overhead transparencies, slide presentations, a learner's workbook, and a basic textbook unit.

(3) Student achievement was evaluated in terms of task performance and competency. Students worked in pairs until they were ready to present the prepared material. They were given credit and were allowed to proceed to a subsequent unit only upon successful completion of the task.

Phase IV -- Dissemination

Our files are bulging with requests from foreign language professionals at the elementary, secondary, and university levels

that information from our study be disseminated so that they can use it. They also ask for assistance in developing a language for the world of work-based curriculum in various foreign languages, matched to the most relevant professional training and local available resources. These requests for information and assistance have been directed to us, even though the results of the ongoing study have had a rather limited circulation, appearing in such publications as the Accent on ACTFL (Bulletin of the American Council of Teachers of Foreign Languages); the ADFL Bulletin (Association of Departments of Foreign Languages), the Modern Language Journal; and becoming known because of a limited number of papers read, or demonstrations given by, members of the ORC staff. We also have contact with and formal requests from the business community and government language trainers for dissemination of LWOW findings.

The fourth phase, however, was not covered in the funding of the initial contract. Instead, it was originally intended as a second-year effort. In the meantime, with the passage of the Comprehensive Employment and Training Act (CETA), the ability to continue to fund this type of project by the Manpower Development and Training Office ceased. Efforts will continue to seek means to carry out dissemination.

Basically, ORC has developed three strategies of dissemination:

(1) Development of a film based upon its previous findings and apparent needs, promoting the concept of languages and the world of work

(2) A nationwide series of conferences (to be conducted by ORC) which provide instruction and information, as well as open dialogue and discussion to clarify and elicit feedback from participants

(3) Development of a "Languages for the World of Work" course of instruction, pilot testing of such a course, and dissemination to a wide variety of field test and demonstration sites

We at ORC believe that all three of these strategies have high impact potential, even though each method has certain limitations as well as obvious strengths. Ideally, and as funding can be obtained, the combination of all three strategies would appear to have the most powerful impact by reaching the largest number of language professionals and students, school and higher education administrators, and the government, business, and industry organizations where the employment possibilities exist.

Quantitative Data Summaries

That which follows is a series of tables summarizing data tabulated from the questionnaires. Business and industry are divided into three subgroups:

(1) A general file of large and small business firms representing 1,261 respondents of 5,640 firms to whom the questionnaires were mailed. Those not responding to the first mailing received a second questionnaire. The 1,261 responses represent responses from both the first and second mailings.

(2) The Fortune 500 list from Fortune magazine's 1974 listing of the five hundred largest U.S. corporations. The companies that did not respond to the first mailing were contacted individually until all responded.

(3) From the Directory of U.S. Export Management Companies (1975 issue by U.S. Department of Commerce), a combination of responses obtained by mail and by personal interviews.

It should be noted that while total number of responses are cited in the tables, not every item on the questionnaire was answered by all companies. Where total numbers cited for a certain table conflict with the total number of responses previously cited, it may be assumed that the lower figure represents the total number of responses to a particular item on the questionnaire.

TABLE 1

Profile of Business and Industry Surveyed

	Business and Industry		Fortune 500		Export Management Companies	
	Number	Percent	Number	Percent	Number	Percent
Potential companies surveyed	5,640		500		669	
Number of responses	1,261		562*		589	
Percent of response		22.36%		112.4%		88.0%
Total employees reported	7,084,383		4,791,887		19,185	
U.S. employees requiring language as:						
a) Primary tool	1,000	.14	6,313	.13	214	1.12
b) Secondary tool	11,751	.17	5,131	.11	231	1.20
c) Not required but useful	34,651	.49	18,763	.39	210	1.09
d) Other	4,267	.06	1,549	.03	18	.09
e) Total employees reported as needing or desirable to have language training:	60,678		31,756		673	

*Some Fortune 500 single companies responded by divisions or subsidiaries, thus giving more than 100 percent sample return.

TABLE 2

Hiring Practices of Business and Industry by Proficiency Levels

Proficiency Levels of Language Skilled Persons	Business and Industry	Fortune 500	Export-Management Companies
Native fluency	74,726	63,452	169
Limited conversation	61,187	43,030	48
Write	65,571	51,529	31
Read and understand	63,046	43,555	42
Translate	5,734	874	32
Other	5,446	25	7

TABLE 3

Foreign Language as it Affects
Salary Increases

Group	Responses	Less Effect		Equal Effect		More Effect	
		Number	Percent	Number	Percent	Number	Percent
Business/Industry	634	409	65	187	29	38	6
Fortune 500	160	96	60	48	30	16	10
Export-Management Companies	96	61	64	26	27	9	10

TABLE 4

Relative Importance of Various Languages as Perceived by Business/Industry

Business/Industry				Fortune 500				Export-Management Companies			
Language	Number	Percent	Average Ranking*	Language	Number	Percent	Average Ranking*	Language	Number	Percent	Average Ranking*
Spanish	561	44%	2.0	Spanish	136	24%	1.6	Spanish	151	26%	1.3
French	419	33	3.0	French	99	18	2.9	French	98	17	2.2
German	354	28	3.3	Portuguese	75	13	3.2	German	71	12	2.5
Portuguese	290	23	3.9	Italian	69	12	3.9	Japanese	26	4	1.9
Italian	286	23	4.6	German	68	12	3.3	Portuguese	21	4	2.7
Japanese	259	21	4.4	Japanese	47	8	4.2	Chinese	18	3	1.8
Arabic	159	13	5.6	Arabic	31	6	5.5	Other	11	2	2.5
Russian	127	10	6.5	Russian	27	5	6.3	Italian	11	2	3.3
Chinese	121	10	6.2	Indonesian	25	4	6.2	Russian	8	1	2.5
Indonesian	106	8	6.5	Chinese	22	4	6.7	Arabic	7	1	2.1
Other	58	5	3.9	Other	9	2	2.2	Indonesian	0	0	0

*Respondents ranked languages according to perceived and future needs on a 1 to 5 scale. 1 = most needed.

TABLE 5

Methods Used by Business and Industrial Firms to Meet Language Needs

	Business/ Industry		Fortune 500		Export/Management Companies	
Number of responses	613		156		106	
Hire native speakers	393	64.11%	89	57.05%	79	74.53%
Formal training	308	50.25	84	53.85	69	65.09
In-house training	105	17.13	28	17.95	5	4.72
Commercial school	287	46.82	97	62.18	6	5.66
Other	33	5.38	7	4.49	0	0

TABLE 6

Job Classifications Requiring Foreign Language and Degree of Shortages as Perceived by Business and Industrial Firms

	Business/Industry			Fortune 500			Export/Mgt. Company		
	Number	Percent	Average Ranking*	Number	Percent	Average Ranking*	Number	Percent	Average Ranking*
Firms responding:	409			76			31		
Managerial/adm.	381	93.15%	2.0	75	98.68%	1.7	25	80.65%	2.2
Supervisory	298	72.86	2.2	55	72.37	2.1	18	58.06	1.4
Clerical/ secretarial	297	72.62	2.8	53	69.74	2.9	7	22.58	2.0
Skilled/semi-skilled	207	50.61	3.2	36	47.37	3.4	3	9.68	2.7

*Ranked on a 1 to 5 scale. 1 = most scarce.

TABLE 7

Business/Industry Ratings of
College Majors Best Combined with
Language Skills*

Category	Number	Percent
Business adm./mgt.	423	71.69%
Marketing/sales	373	63.22
Engineering	283	47.97
Secretarial skills	223	37.80
Finance	180	30.51
International relations	179	30.34
Accounting	163	27.63
Economics	111	18.81
Clerical skills	102	17.29
Communications	90	15.25
Law	87	14.75
Public relations	76	12.88
Advertising	66	11.19
Data processing	60	10.17
Engl. lang. skills	58	9.83
Others	42	7.12
Civil eng.	40	6.78
Journalism	32	5.42
Area studies	30	5.08
Statistics	30	5.08
Psychology	29	4.92
Library skills	29	4.92
Cultural studies	19	3.22
Public admin.	16	2.71
Sociology	16	2.71
Political science	13	2.20
Fine arts	7	1.19

*Companies responding to one or more items: 590; Kendall's coefficient of concordance among subgroups: 0.9400

TABLE 8

Fortune 500 Ratings of College Majors
Best Combined with Language Skills*

Category	Number	Percent
Business adm./mgt.	104	72.22%
Marketing/sales	94	65.28
Engineering	81	56.25
Finance	57	39.58
Accounting	53	36.81
Secretarial skills	53	36.81
International relations	41	28.47
Economics	31	21.53
Clerical skills	22	15.28
Data processing	21	14.58
Law	19	13.19
Advertising	16	11.11
Communications	12	8.33
Library skills	12	8.33
Civil eng.	11	7.64
Statistics	11	7.64
Journalism	10	6.94
Public relations	10	6.94
Eng. lang. skills	9	6.25
Others	8	5.56
Psychology	8	5.56
Area studies	5	3.47
Sociology	5	3.47
Cultural studies	4	2.78
Political science	4	2.78
Fine arts	3	2.08
Public admin.	3	2.08

*Companies responding to one or more items: 144; Kendall's coefficient of concordance between above rankings and export management companies: 0.8422

TABLE 9

Export Management Companies' Ratings of College Majors Best Combined with Language Skills*

Category	Number	Percent
Marketing/sales	117	74.05%
Business adm./mgt.	81	51.27
Secretarial skills	60	37.97
International relations	47	29.75
Accounting	41	25.95
Finance	37	23.42
Engineering	34	21.52
Engl. lang. skills	27	17.09
Economics	26	16.46
Public relations	24	15.19
Others	21	13.29
Clerical skills	21	13.29
Communications	20	12.66
Advertising	15	9.49
Cultural studies	14	8.86
Area studies	11	6.96
Law	11	6.96
Psychology	11	6.96
Political science	11	6.96
Sociology	11	6.96
Journalism	8	5.06
Civil eng.	7	5.06
Fine arts	4	2.53
Data processing	4	2.53
Statistics	4	2.53
Library skills	3	1.90
Public admin.	1	.63

* Companies responding to one or more items: 158; Kendall's Coefficient of concordance between above rankings and Fortune 500 companies: 0.8422

TABLE 10

Summary of Language Designated or Language Essential Positions by Sub-Division of the U.S. Government (1974 approximate figures)

Peace Corps	7,000
United States Information Agency	2,148
National Parks	2,100
Department of Justice	1,600
Foreign Service	1,100[1]
Department of Commerce	1,000
Agency for International Development	855
Journal of Publications	650
Library of Congress	635
Customs Service	613
United Nations	477[2]
Department of Agriculture	125
Inter-American Agency	72
Patent Office	50
Census Bureau	25
Other	150
Total	18,600[3]

[1] not duplicated in other departments such as USIA, AID, etc.

[2] U.S. government employees assigned to U.N. mission.

[3] missing from this total are the following significant agencies:
CIA (information is classified
FBI (information is classified)
Department of Defense (comprehensive figures for military and civilian positions were unavailable)

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